DOCUMENT RESUME

ED 383 144 EC 303 968

AUTHOR Frey, Laura; Lane, Cindy
TITLE The Bridges Program: Promoting Home School Inclusion through a Continuum of Services.
PUB DATE 9 Apr 95
NOTE 22p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Cooperation; *Behavior Change; *Behavior Disorders; Elementary Secondary Education; Intervention; Recordkeeping; *Records (Forms); *Special Classes; Special Schools; *Transitional Programs

ABSTRACT

The Bridges Program of the Wyandotte Comprehensive Special Education Cooperative in Kansas works to have students with chronic aberrant behavior in alternative school settings function successfully in a self-contained setting in the student's home school. The program works to create an environment which will address the curriculum needs and emotional deficits of the student. Program staff cooperatively plan to "bridge" the student back to the home school, by working to develop and implement the placement plan, locate and network the student and family with community resources, support the student in the home school environment, and provide necessary support to the home school team. Team planning is documented through a "bridging plan" specifying target behaviors, criteria for success, and possible acceptable alternative behaviors. This document presents a sample form used in specifying target behaviors, an environmental analysis form, and a behavior checklist for the referring teacher. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 383 144

EC 303968

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Laura M. Frey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The Bridges Program
Promoting Home School Inclusion through a Continuum of Services

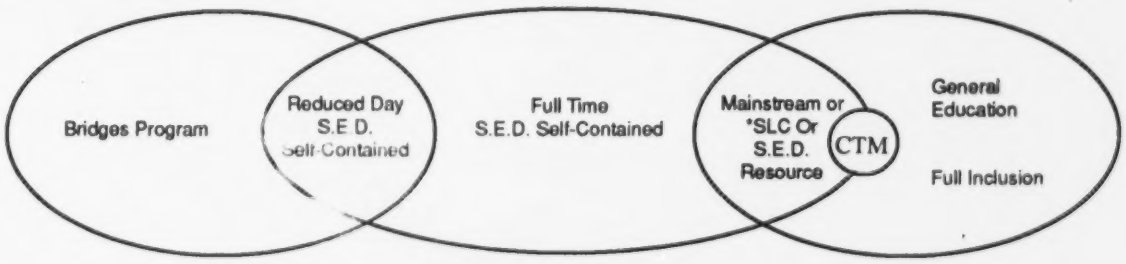
Presenters:
Laura Frey - Bridges Program Teacher
Cindy Lane- Coordinator of S.E.D. Programs

Dignity - Responsible Behavior- Skills - Empowerment

The Bridges Program provides the most restrictive environment in the district's continuum of services. The Bridges Program provides support to S.E.D. Core Teams working with students who display chronic aberrant behavior. The Bridges Program in partnership with the student's home school will exchange ideas, locate resources and asses the educational needs of the student. The two teams will merge to develop a plan and allocate resources necessary for the student to function successfully in a self-contained setting in the students's home school.

Team planning will be documented through a "Bridging Plan" specifying target behaviors, criteria for success and possible alternative behaviors that may be acceptable replacements for current aberrant behavior. The teams are charged through the placement plan to work together to create an environment which will address the curriculum needs and emotional deficits of the student while working toward success in the public school environment.

The Transition staff will work directly with students in an alternative setting to: implement placement plan, locate and network the student and family with community resources, develop a plan along with the home school team for "bridging" the student back to the home school, support the student in the home school environment, provide necessary support to the home school team and attend monthly reviews at the home school. "Support" shall be defined differently for each student according to the I.E.P. and placement plan. During the alternative placement period, the home school team will continue involvement with the student, communicate to the Bridges staff the desired outcomes and objectives of the alternative placement, be actively involved in planning and implementation of the plan with the student; maintain responsibility for the I.E.P., work in partnership with the Bridges staff to locate and network the student to community resources, and work in collaboration with the Bridges staff to carry out the plan designed. In summary, the teams work in unison to identify the problem, design a plan and carry out the steps necessary to work toward success with each individual student.



Bridges Program Contacts:

Ms. Cindy Lane
Coordinator of Seriously Emotionally Disturbed Programs
Wyandotte Comprehensive Special Education Cooperative
600 Minnesota Avenue,
Kansas City, Kansas 66101

Ms. Marsha Cowan
Administrator, Bridges Program
Vocational Training Workshop
290 South 10th Street
Kansas City, Kansas 66102

The Bridges Program:
Main Components of Program Structure Promoting Home School Inclusion Through a Continuum of Service

Bridges Classroom

- Therapeutic Environment
- Functional Analysis
- Behavior Change Instruction
- Social Work Services
- Classroom Academics
- Adaptive Support Services
- Vocational Education
- Vocational Counseling

Collaboration

- Team "Our Student " Philosophy
- Bridging Team
  - Home School
  - Student
  - Parents/Guardian
  - Community Agencies
- Environmental Analysis
- Consultation Services
- Direct Intervention with Home School
- Follow-up Monitoring

The Bridging Plan

- Bridging Plan Components
  a. Team Process
  b. Identify Target Behaviors
  c. Determine Levels to Increase and Decrease
  d. Set Criteria
  e. Develop Timeline
  f. Determine All Team Member Roles
- Bridging Plan and the IEP
- Bridges Staff Support to Home School Staff
- Transportation
- Bridges Program Data

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Bridging Plan

Date: _____

Student: _____ Grade: _____ Home School: _____

Bridges Case Manager: _____ Home School Teacher: _____

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment

Wyandotte Comprehensive Special Education Cooperative
Bridges Team Development Plan

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?

Bridging Plan (include time lines, persons responsible) _____

Comments:

Signatures of team members developing plan

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Bridging Plan

Date: 10-93

Student: D. Grade: 7 Home School:

Bridges Case Manager: Ms. J Home School Teacher: Mr. T

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment
(1) Good attendance	(1) Continue to provide special education transportation.
(2) Self-monitoring for behavior and work quality.	(2) Continue with hourly goal setting.
(3) Good manners in lunchroom.	(3) Continue eating in lunchroom
(4) Follows structure and routine in classroom.	(4) Continue self-monitoring for behavior and work quantity
(5) Increase independent seat work.	(5) Continue with structured daily routine

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment
(1) Decrease use of loud voice in classroom and school building	(1) Model appropriate voice tone. Indicate to student when voice is too loud.
(2) Decrease amount of talk-outs and distracting noise.	(2) Self-monitor talkouts and distracting noise. Reinforce with classroom reward system.
(3) Decrease out-of-seat behavior and movement throughout the room.	(3) Raise hand and ask permission. Use self-monitor.
(4) Increase tolerance with others when he is aggravated.	(4). Documentation of physical acts of aggression with frequency counts. Use contracts and classroom reward system.

BEST COPY AVAILABLE

Wyandotte Comprehensive Special Education Cooperative
Bridges Team Development Plan

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
County Social Rehabilitative Services Family Group		

Bridging Plan (include time lines, persons responsible)

(1) Weekly contract for student to begin a weekly visit. The contract will focus on demanding behavior and working with lead classroom teacher. Student will earn 80% of money (points) available to earn weekly visit of 10 to 15 minutes.

(2) Student will earn 4 out of 5 visits. At this point the student will increase visits to 30 minutes in length.

(3) Team will reconvene in 5 weeks to discuss the re-integration plan. The meeting will be at the home school.

Follow-up #1 : Weekly visits have been successful and will be increased to 45 minutes in length if student earns 80% of money

Follow-up #2: Student will begin daily visits with Bridges staff attending to provide student and teacher with support.

Comments:

70% avg = 15 min visits
80% avg = 20 min. visit
90 90 avg = 25 min. visit
95% - 100% avg = 30 min. visit

Signatures of team members developing plan

Wyandotte Comprehensive Special Education Cooperative
Bridges Program
Addendum to Placement Plan

11/94

Summary of Conference: **Date:** 12-94

The student has continued to improve on criteria established for target behaviors. As a result of recent re-evaluation, student will begin half day participation in vocational workshop. The schedule established by the team will be reviewed in twenty days.

Signatures of those present at conference

Recommendations: Intervention/Method	Criteria/Assessment	Person Responsible
Bridges Program will provide para-educator in workshop setting during first 20 days. This person will assist both the student and the workshop teacher to provide successful bridge to new setting.	on task, following rules, success in new setting.	case manager

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Bridging Plan

Date: 10-93

Student: B. Grade: 9 Home School: High School

Bridges Case Manager: Ms. J Home School Teacher: Ms. G.

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment
(1) Good attendance, on time	(1) Continue Special Education transportation and classroom
(2) Follows routine and classroom structure.	(2) Model appropriate ways to express wants and needs. Reinforce with classroom reward system
(3) Expresses wants and needs.	(3) Use self-monitoring techniques
(4) Will set hourly and daily goals.	

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment
(1.) Will reduce demand setting and refusal to work	(1) Will use classroom behavior contract, and use of classroom reward system.
(2) Will reduce verbal and physical aggression including threats to aggress	(2) Model restating of demand into a question.
	(3) Will use classroom behavior contract and document frequency and duration.
	(4) Identify frustrating situations, identify alternative behaviors, establish behavior change system.

BEST COPY AVAILABLE

Wyandotte Comprehensive Special Education Cooperative
Bridges Team Development Plan

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
Mental Health services court service officer		

Bridging Plan (include time lines, persons responsible)

10/93 (1) Verbal aggression will be reduced to twice weekly. Physical aggression will be reduced to once in a two week period. Once accomplished Bridges staff will contact home school BD team to set up weekly visitation.

(2) Student will visit one day a week for one class hour. Student will earn 80% of contract money, four out of five days for next 3 weeks. At this point, another visitation day will be added.

1/94 (3) Student will attend home school 2 hours daily, beginning 2/1/94 as student is displaying no talkbacks, no refusals, nor verbal or physical aggression.

(4) Student will display no more than 2 refusals/demands in a week, 2 verbal aggressions in a week, and 1 physical aggression in a week to earn the privilege to attend the home school for half a day. After a 3 week period of this maintenance, the student can begin.

Comments:
The Bridges team will provide daily adult support at the home school for the first week student attends half day and continue as needed.

Signatures of team members developing plan

12

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Addendum to Placement Plan

Summary of Conference: **Date:** 3/94

Student continues to progress on the positive display of behaviors and attends home school on full day basis. The Bridges team will provide direct adult support as needed and will monitor progress. The student's annual IEP meeting will be scheduled May 1994.

Signatures of those present at conference

Recommendations: Intervention/Method	Criteria/Assessment	Person Responsible

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Bridging Plan

Date: 10-94

Student: L. Grade: 5 Home School: Middle School

Bridges Case Manager: Ms. J. Home School Teacher: Mr. H.

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment
(1) Strong academic skills	(1) Provide instruction at an instructional level
(2) Very pleasant and friendly	(2) Maintain positive feedback and positive feeling tone.
(3) Student bonds well in small setting.	(3) Continue to work on goals/contract and rewards.
(4) Student works towards goals and rewards.	
(5) Delightful sense of humor when she has bonded with you	

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment
(1) Negative self-image esteem	(1) Develop strategies to maintain positive feedback frequently each hour.
(2) Withdrawn quiet behavior	(2) Develop cognitive strategies to help student to deal with frustration
(3) Frustration dealing with frustration events.	(3) Develop strategies to [illegible] appropriately with [illegible] behaviors

Wyandotte Comprehensive Special Education Cooperative
Bridges Team Development Plan

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
- Mental Health Center - Family Services - Social and Rehabilitative Services - Psychiatrist		

Bridging Plan (include time lines, persons responsible)

10/94

(1) Student will demonstrate regular school attendance at Bridges before re-integration. Medication will be monitored.

(2) Student will display no physical aggression for a 6 weeks period before beginning re integration.

(3) At beginning of second quarter, the student will attend home school one and a half hours daily for math, reading, specials, and computer time. A para-educator will attend with student to provide bridging support.

(4) The team will meet in 3 weeks to assess progress to determine change in mainstream time.

Comments:

Signatures of team members developing plan

BEST COPY AVAILABLE

Wyandotte Comprehensive Special Education Cooperative 11/94
Bridges Program
Addendum to Placement Plan

Summary of Conference: **Date:** 11-94

The home school BD teacher stated that student has excellent work habits and good behavior in the classroom. Student has had only one incident of inappropriate behavior. Student has earned all stars in gym class. The para-educator still comes into the building with student, but is fading her presence in the classroom Student will increased daily home school time to 3 hours.

Signatures of those present at conference

Recommendations: Intervention/Method	Criteria/Assessment	Person Responsible
Student will ride the bus both ways without the para educator.		
Team will meet in January to discuss progress		

Environmental Analysis

Wyandotte Special Education Cooperative Transitional Program

Student Name:_____ **Grade:**_____ **Date:**_____
School:_____
Teacher:_____
Obseever:_____ **Date:**_____ **Time:**_____**(start)**_____**(completed)**

Directions: *Check all items that apply. Keep in mind that the analysis is of the environmnet of the designated student and not of the classroom in general.*

1. LEARNING SETTING

General Information
Type of Classroom: __self-contained __student learning center ___CTM ___general ed. ___other _____

Lead Instructor: __special ed. teacher __social worker __paraprofessional __general ed. teacher
__substitute __student teacher __other (specify_____)

Time of Day: ___A.M. __P.M. **observation length** (circle one) 30 min. 60 min. 90 min.

Number of students_____ **Number of adults**_____ **Ratio**___

Subject being taught (specify course name if only one subject observed) _____
* if more than one subject, not sequence
*____reading ___math ___language arts ___science __social studies
___english ___health ___functional living curriculum
___other (specify)_____

Method of Instruction in Progress: (if more than one, number in or of sequence)
___Teacher lecture __small group __class discussion ____deomonstration __ind. student project
___cooperative learning groups __seatwork __film (audio/ visual) __lab __learning centers __other_____

*gather information from teacher interview

Physical Arrangement: Draw a diagram of the classroom. Include student desk position, teacher desk etc. Indicate with an *X* the position of the student being observed (position held during majority of observation). Indicate any items in close proximity to the student such as bullentin boards, door way, teacher desk, windows, chalkboard etc.

Spatial Areas: ___learning centers ___study areas ___study carrels ___individual student desks
___free time areas ___computer area ___other (specify_____)

Room is located where in building?_____
Distance to nearest restroom:_____ to office:_____

Props: Furnishings a. student desk ___correctly sized ___single piece desk ____desk and chair seperate units
b. flooring: ___wood ___tile ___carpet
c. lighting: ___incandescent ___flourescent __adequate ___inadequate

Bullenting Boards: ___teacher made ___student made ___commerical
Content (describe)_____

Windows: ___number ___outside wall ___hallway wall
size:___large ___small ___floor to ceiling

Wall color:_____ Ventilation: ___comfortable ___stuffy ___hot ___chilly

Chalk boards/ Wipe off boards: ___number ___location

Note any extraneous or obtrusive **noise** which might interfere with student concentration (describe):_____
_____

***Required Student Supplies** :_____
_____
Does student have necessary supplies? ___yes ___no(specify)_____

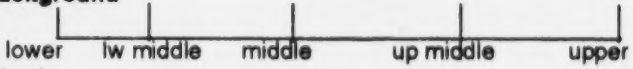
***Schedule:** (student)_____
_____
_____
_____
_____
_____

(class)_____
_____
_____
_____
_____
_____

*gather information from teacher interview

2. CLASSROOM SOCIAL ENVIRONMENT

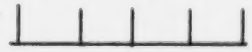
Peer Society ___number of males ___number of females
Socioeconomic background
a. range:



b. predominatly: _____
c. age range: ___yr. ___mo. to ___yr. ___mo.
d. ethnic mix (specify number) ___black ___caucasian ___mexican american ___native american
___asian ___other

Group Climate
Leadership by students: weak

central



Attraction/cohesion: ___cliques observed ___isolated (loner) students observed

Classroom rules: ___students complying with rules in general
___students not complying with rules in general
Communication among students: ___frequent ___infrequent ___hostile ___ambiguous __friendly
Student's approximate position in pecking order: ___low ___middle ___high

Group role (if any) adopted by the student (describe; i.e. clown, scapegoat, bully):_____
_____
_____

Small group work: ___cooperates ___isolation ___disruptive ___works facing group ___works facing away

Students assist one another ___yes ___no

Student addresses teacher by ___name ___(other)_____

Teacher Characteristics and Teaching style

Gender: ___male ___female

Feeling tone manifested: ___anxious ___relaxed ___structured ___authoritative ___negotiates
___quiet ___shouting ___non responsive ___mediates
___ consistent ___inconsistnet __(other)_____

Work with pupils: ___total group ___small group ___individual
Time alloted ratio: _____group to _____individual

Expression of feelings (describe)_____
_____
_____

Error behavior: ___acknowledges own errors ___covers up own errors ___not observed

Discipline: ___clear expectations ___unclear expectations
___follows through on consequences __inconsistent delivery of consequences
___discusses inappropriate behavior with child ___clear / matter of fact ___angrily
___interprets student's feelings about situation for clarification
___elicits statement of alternative behaviors from student
___accepts word of peers in learning of and acting upon misbehavior

Consequences observed being delivered (frequency / duration):_____
_____
_____

Did consequences appear effective? ___yes ___no

Intervention into peer conflict: ___immediate ___disciplined all involved ___other_____
___delayed ___disciplined only one ___other_____
___not at all ___allows students to resolve ___no resolution observed

***Communication with parents**: ___at quarterly conference only ___routinely_____
___as needed ___by phone ___in person ___by note

*information gathered by interview with teacher

3. INSTRUCTIONAL DIMENSIONS

Instructional Delivery

___teacher mediates all in-class communications

Directions given in: ___ percise, clear manner ___unclear ___multistep ___on step at a time
___general ___incomplete ___match to model ___demonstration

Pace of instruction: ___slow ___quick keeping students involved ___fast, students lagging behind
___presses for student response ___waits for student response or assist student to reply

Planning: ___plans for one activity at a time ___plans for student involvement in a variety of activities
___selection of goals and purposes is mutual student/ teacher responsiblility
___goal and purpose of curriculum conincide with curriculum sequence

Instructional Methods: ___demonstration / modeling ___group lecture ___cooperative learning ___seatwork
___uses high level questioning ___class discussion ___group participation ___film / video

Evaluation of work: ___student evaluated ___teacher evaluated ___group evaluated ___correction of errors expected
___errors ar belitteled ___encouragement given to correct work ___ improvement encouraged

*Correction / Marking Method ___number wrong ___number correct ___percentage
___verbal comments, positive ___verbal comments, negative
___wrong answers marked ___correct answers marked

*Feedback: ___that day ___on the spot ___next day ___later that same day ___later in activity
Type of :_____

***Teacher's out of class availability to students:** ___between class ___as resource when needed ___after school
___recess/ hall period ___lunchtime ___other _____

Lessons: Assignments ___group verbal instruction ___individual assignment sheets ___assignment written on board
___assignments individualized ___all students completing same assignment

*Homework ___assigned to everyone ___only for remidal work ___only for enrichment ___given daily
___assigned as needed ___parent involvement encouraged

***Traffic Regulation System:** (Class rules / procedures)
Entry into room:_____
Dismissal during hour for special needs:_____
Dismissal at end of class period:_____
Pupil to pupil communication:_____
Materials passed out, collected:_____
Pencil sharpening:_____
Transitional time:_____
Use on interest centers:_____
Clean up:_____
Free time:_____

***Reinforcement System:** ___group system ___no formal system ___* individual contracts ___self mointoring
Rules clearly posted___yes ___no
Students understand rules ___yes ___no Students comply with rules ___yes ___no

*gather information from teacher interview

Behavior Checklist for Referring Teacher

(adapted from_____)

Student Name:_____ **Completed by:**_____

Behavior	Check Appropriate Behavior	Circumstances Behavior Occurs	Number of Occurences	Interventions Attempted
Physically assaults teacher				
Verbally assaults peer				
Threatens to or injures self				
Needs close supervision				
Destroys property				
Makes inappropriate noises (groan, squeal, scream, laugh inappropriately)				
Temper trantrums				
steals				
Leaves room without permission				
Erratic, unpredictable				
Cries inappropriately				
Avoids eye contact				
Severely withdrawn				
Consistently excluded by peers				
Isolates self				
Appears severly depressed				
Appears out of touch with reality				
Performs only on one-to-one basis				
Does not achieve academically				

Behavior	Check Appropriate Behavior	Circumstances Behavior Occurs	Number of Occurences	Interventions Attempted
Interferes with learning of others				
Low self-concept				
Cannot accept praise				
Cannot accept failure				
Seeks attention				
Inattentive				
Inordinate preoccupation with sex				
Sexually Assaultive				
Lacks impulse control				
Hyperactive				
Clings to authority figure				
Appears angry or hostile				
Resists being touched				
Physical symptoms/ complaints associated with emotional problems				
Other significant behaviors:				